

Washington State Arts Commission Arts in Education Program



FIRST STEP GRANT

Application Guidelines for Fiscal Year 2017

Fiscal Year 2017 (FY17) contracts will cover the period of July 1, 2016 to June 30, 2017.

APPLICATION DEADLINE: MARCH 22, 2016

Washington State Arts Commission accepts First Step grant applications through our **Grants Online** system. If you are new to this online system, we encourage you to allow sufficient additional time in your application process to familiarize yourself with the system. If your organization has applied using Grants Online before, you must use the same organizational account as the previous application. Please read the full guidelines before beginning your application. When you are ready to begin filling in the online application forms, go to <http://wsac.culturegrants.org>.

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Introduction

The First Step Grant provides funding to arts organizations, schools, non-profits, and government agencies that are building community partnerships to improve the quality and quantity of arts education for K-12 students in public schools in Washington State.

The Washington State Arts Commission (ArtsWA) initiated the First Step grant program in 2005 to support the early stages of arts education partnerships. This includes newly developed partnerships, or existing partnerships that are beginning new arts education initiatives. Eligible partnerships also include those with a relatively limited scope, in terms of capacity, goals, or projected impact.

Our interest in supporting these early-stage and smaller partnerships is based on outcomes from our Community Consortium grants, as well as continuing research about Collective Impact approaches. The Community Consortium grants support larger, broad-based, and multi-faceted community partnerships. Most of the community consortia funded by ArtsWA have successfully developed supportive partnerships and extensive programming that improves and sustains quality arts education in their communities. The results of national research further prove the value of such partnerships.

Based on the success of Community Consortium investments, ArtsWA is committed to supporting “first step” partnerships that demonstrate strong potential for growth and sustainability. Our funding goal is that these partnerships become self-sustaining or expand into larger programs that would be competitive for Community Consortium grants.

For additional background on the ArtsWA Arts in Education priorities, please read the guidelines for the Community Consortium grants and the *Arts Education Research Initiative (AERI)* study, both of which are downloadable from www.arts.wa.gov. Familiarity with the Community Consortium grant guidelines and goals, as well as the “Markers of Quality” and “Take Action” items in the AERI study, may be helpful in developing your vision and long-term goals.

Eligibility and Funding Information

Eligibility

Any Washington State public school, school district, government agency, or non-profit organization is eligible to submit a First Step grant application and serve as the lead partner and fiscal agent for the grant. Washington State law prohibits funding of parochial schools. While individual artists, parents, or community members cannot submit an application on their own, these individuals are encouraged to initiate and support projects in partnership with their local school, school district, or arts organization. To be eligible for consideration, First Step grant applications must be complete, as defined in these guidelines, and submitted by the deadline. Applicants may receive only one Arts in Education grant per fiscal year.

Grant funding range

The maximum amount for the First Step grant is \$5,000; grant amounts will generally range from \$1,500 to \$5,000, depending on the scope of the proposed program and its projected impact. Actual grant amounts will depend on funds and appropriations available to ArtsWA; ArtsWA is funded by the Washington State Legislature and the National Endowment for the Arts. A funding “match” is required; see additional information in the Budget section below.

Multiple-year funding

Applicants may receive First Step funding for up to 4 consecutive years (exceptions noted below), with the

understanding that each subsequent year of programming will demonstrate progress toward the original goals and expansion of these goals, as appropriate. We hope that after a grantee has received several years of First Step funding, they will either be able to sustain the programs they have developed with resources other than ArtsWA funding, or they will have developed their partnerships and programs to a level appropriate for a Community Consortium grant application.

In some instances, it may be appropriate for grantees to remain in the First Step category for more than 4 years, depending on partnership development, access to resources, and other external factors. Grantees that have been funded for 4 consecutive years and who would like to remain in the First Step grant category for an additional year, or potential applicants who are not certain which grant category is the best fit, may call Lisa Jaret, Arts in Education Program Manager, at 360-586-2418.

FY 2017 budget note: These guidelines are published in advance of the approval of our FY 2017 budget. These guidelines and the funding for First Step grants are contingent on available state and federal funding. State and federal funding decisions are usually confirmed by June of each year.

First Step Program Guidelines

Guiding questions

ArtsWA understands the value of arts education for all students. “Arts for Every Student” is one of the phrases we use to express this belief and our vision. We ask First Step grant applicants to consider these questions: *What is standing in the way of “arts for every student” in your K-12 schools? What can you do (what “first steps” can you take?) to address this challenge?*

Program goals

- Engage school and district leadership, arts organizations, and community members in support of K-12 arts education as part of basic education.
- Encourage and support newer and/or smaller arts education partnerships, so that the partnership foundations will be strengthened and work can be sustained into the future.
- Support initiatives that are working toward long-term, participatory, and meaningful arts learning experiences for all students, rather than programs that focus on one-time exposure or enrichment activities, or short-term projects with limited student engagement.
- Support identification and implementation of the most needed “first steps” towards this vision of high quality, sustainable arts education programming.

A successful First Step Program plan

A successful First Step program plan will include the following elements:

A strong partnership with potential for growth and sustainability. The primary partnership should include a minimum of one school, one professional provider of arts education (either an arts organization, or a professional teaching artist, or both), and the local PTA or other parent representation. Broader partnerships are encouraged when possible and may include additional cultural or educational entities, a local business, library, community college, or university, as well as other partners pertinent to the project—such as a social service agency involved in a project serving at-risk youth. Please note:

- A minimum of two *organizational* partners is required.
- At least one school principal or district leader must be engaged in the project, as demonstrated by his or her authorization of this application (if the school or school district is the lead applicant) or letter of commitment (if an arts organization is the lead applicant).
- Parent involvement is a proven element of successful education partnerships; however, if parent

participation is not possible, another community partner may be a suitable substitute.

A core strategy to improve arts education. The proposed program plan must focus on one or more specific strategies to improve teaching and learning in the arts. Examples:

- Planning and foundation building: building community engagement; developing capacity
 - Engage community members in an audit of current assets, opportunities, and needs in K-12 arts education.
 - Develop education and advocacy sessions for parents and other community members.
 - Develop partnerships with institutions outside of the K-12 system that can support K-12 learning (local colleges and universities, libraries, and non-profit organizations, for example).
- Student learning in the arts: developing or implementing arts curriculum and assessments
 - Develop or implement participatory arts lessons for students, taught by professional teaching artists.
 - Develop or implement assessments to measure teaching and learning in the arts.
 - Develop or update arts curriculum, plans for integrating the arts into other curricular areas, or lesson plans for classroom teachers.
- Professional development: for classroom teachers and/or teaching artists
 - Train classroom teachers to make art, teach art, understand and align with arts standards, develop arts lesson plans, integrate the arts into other subject areas, and/or assess student learning in the arts.
 - Train local artists to work in the schools, develop lesson plans based on the Essential Academic Learning Requirements (EALRs) in the arts, integrate the arts into other subject areas, assess their students' progress in the arts, and/or provide training in their art form to classroom teachers.
 - Create team-building opportunities and coordinated planning sessions for classroom teachers, arts specialists, and teaching artists.

Alignment with state standards. Arts learning programs supported by ArtsWA must align with Essential Academic Learning Requirements (EALRs) in the arts, developed by the Office of Superintendent of Public Instruction (OSPI). Consultants and providers of professional development paid through a First Step grant should have expertise in OSPI's arts standards and frameworks. OSPI arts information is available at <http://www.k12.wa.us/Arts>.

Alignment with local needs and resources. The proposed program plan should reflect the current local level of experience, resources, and commitment related to arts education, as well as the local needs.

Realistic scope. While the strategies above and other examples throughout these guidelines represent a wide range of opportunities, we do not expect First Step grantees to address everything at once. The project proposal should demonstrate focused and achievable goals that are aligned with the partners' current capacity and the resources provided by this grant. The goals should be based on the priorities identified by the partnership.

- The program plan may focus on one grade level, a full school, or the entire district.
- The program plan may concentrate on one arts discipline, several arts disciplines, the integration of an arts discipline with another subject area, or any combination of these.
- First Step funds will not support extra-curricular arts activities or programs that serve only selected students within a class or grade level.

Planning resource

In addition to the resources on the ArtsWA and OSPI websites, prospective applicants may wish to read *A*

Community Audit for Arts Education: Better Schools, Better Skills, Better Communities, developed by the Kennedy Center Alliance for Arts Education. The booklet was developed to assist local education, community, and cultural leaders in assessing the status of arts education in their schools and school districts and developing consensus around needs and goals. This tool can help determine areas of focus for your program proposal. In some communities, using this approach with your partnership team or in a series of community meetings could be a key component of First Step grant activities. Use of this tool is not required, although if you do plan to use it, you should reference it in your application narrative. Access the booklet at: www.kennedy-center.org/education/kcaen/resources/home.html.

Additional application resources

The following information on the ArtsWA website may be useful in preparing your proposal:

- [Grant Writing Tips and Budget Sample](#), with tips on preparing your application and budget.
- [Arts Education Research Initiative](#) booklet and report, ArtsWA's report on Arts Education in K-12 Schools.
- The [Roster of Teaching Artists](#), which lists teaching artists recommended for ArtsWA projects.
- The [OSPI Arts](#) page includes information about arts assessments, policies, and other resources in addition to learning standards for dance, music, theatre, and visual arts.

Application Timeline and Evaluation Process

Application and Notification Timeline

Applications must be submitted through our Grants Online system by **11:59pm on Tuesday, March 22, 2016**. Please note that while the system will accept applications after 5pm on the deadline, *staff will not be available to provide assistance after 5pm on March 22*. We encourage applicants to submit applications several days in advance of the deadline to avoid any last-minute technical challenges. The deadline is firm and ArtsWA will not make exceptions for applicants who experience technical problems.

A review panel will evaluate applications in April 2016, and the panel's recommendations will be presented to the ArtsWA Board for approval at its next scheduled meeting. All applicants will receive notification as to the status of their application no later than May 31, 2016. FY 2017 grant programs must be implemented and completed between July 1, 2016, and June 30, 2017.

Application evaluation

ArtsWA staff determine the eligibility of applications received, based on the eligibility criteria listed above. Eligible applications are forwarded to a review panel composed of experts in arts education programming. Panelists will rate each application based on the overall program goals defined in these guidelines, organized into the following criteria categories:

- **Program plan** (50 percent of total points): Overall approach, goals, and alignment with the intent of the First Step grant program; quality of strategies to address teaching and learning in the arts; clarity of proposal in terms of realistic and achievable goals. For returning applicants, past success and continuing evolution will be considered.
- **Partnership capacity** (25 percent of total points): Appropriate partners on board and committed to active collaboration; appropriate levels of expertise and experience for key arts educators and program leaders.

- **Budget and management capacity** (25 percent of total points): Accurate and realistic budget that is aligned with the program plan; appropriate match and mix of income sources; demonstrated management capacity based on the budget plan and other application materials.

Applications are reviewed in detail and scored by each panelist individually. The panel meets as a group to review their scoring decisions. A more detailed version of the [Review Criteria](#) is posted on our website.

Application assistance

If you have questions about any of the guidelines or the application process, please contact Arts in Education staff, whose contact information is on the final page of these guidelines. We will hold a **Grant Application Teleconference** on February 11th; registration information is on our [website](#). On that website page, you will also find a link to a sample exemplary application from a previous grant cycle.

Grants Online

First Step grant applications are accepted via our Grants Online system. To access this system, go to <http://wsac.culturegrants.org>.

New users will need to set up an individual account and then set up an account for their organization before the system will allow access to the application forms. We strongly recommend that the person with primary responsibility for managing grant contracts should initiate the account and manage the online process. You may allow multiple people to have direct access to work on and review your applications; keep this in mind when you select the username and password for your account. To set up your account, you will need a DUNS number; see further information below. Once you have created an individual and organizational account, you can access the application forms for the First Step grant.

Returning users, who have applied for any ArtsWA grant using this system, must use their existing user name and password, and should *not* start a new account for this application. Organizations are limited to one account; if your organization previously applied for any ArtsWA Arts in Education or organizational Project Support grant, use the same account to access the First Step application. If you need assistance with your account username or password, please contact Arts in Education staff.

For returning users, we recommend that after you log in to the system, but *before* you open the application form, you go to the “Manage Account” tab, and make any necessary updates on the “My Account” and “Organization” pages. This will ensure that the correct information will be pre-populated into your application form.

Notes for all applicants: It may be helpful to page through the sections of the online application to familiarize yourself with the format. However, you will also need to refer to these guidelines for detailed information about the application requirements and expectations.

We encourage you to allow sufficient time to develop your application materials offline and then transfer them to the online system. You will not need to complete the process all at once; you will be able to save your work in stages within the online system.

The Grants Online system includes instructions for specific areas of the application, as well as a Help page with general information about the system. If you have questions or need help navigating the system, please contact us. Keep in mind that we may have diminishing availability for technical support as the deadline approaches, and we encourage applicants to make sure they understand the technicalities of the application well in advance of the deadline.

DUNS Number

All organizations applying for a grant from ArtsWA must provide a DUNS (Data Universal Numbering System) number to meet federal and state statistical reporting requirements; this number will be required as part of the process for new users of the Grants Online system to create an organizational account. The federal government uses the number as a contractor identification code for all procurement-related activities. Registering for the DUNS number is free and is managed by Dun & Bradstreet.

If you don't already have a DUNS number, your chief financial officer, grant administrator, or authorizing official of your organization can register for it online at <http://fedgov.dnb.com/webform/pages/CCRSearch.jsp> or by calling the Dunn & Bradstreet Business Registration Team, at 1-866-705-5711. If requested over the phone, a DUNS number is provided immediately. Webform requests take one to two business days.

Explanation of Application Content

The online application forms are organized into 7 pages; the sections below describe what information is needed for each page.

Page 1: Applicant Information

This section collects contact information for the lead organization and the individuals responsible for the grant. The organization information will be pre-populated based on the information provided during the initial account sign-up process. The “Authorizing Official” is the person who has the authority to make financial decisions for the organization. The “Grant Contact” is the primary administrative contact for all grant-related communications, including contracts and invoices. The “Program Coordinator” is the person who will manage the day-to-day aspects of the proposed program. The same individual may fill more than one of these roles.

Page 2: Project Information

This section asks for your project title, a brief summary of your project (400 characters max), and other details regarding your grant request, and the schools, students, and educators you will serve.

Page 3: Partnership Form

This section asks for the names of the individuals and organizations that are participating in your proposed program. A First Step project must have, at a minimum, one school or school district, one arts education provider, and one parent or other community representative. A minimum of two organizational partners (including the lead applicant) is required. Additional partners are encouraged whenever possible.

Page 4: Project Budget

This page is a table that should include all expenses and income related to your project, not just the portion of the project for which you are requesting ArtsWA funding. A strong budget will demonstrate realistic and appropriate planning for both income and expense, will be mathematically accurate, and should relate clearly to the narrative proposal: expenses identified in the narrative should show up in the budget, and vice-versa.

Budget match. Applicants must demonstrate budgetary support for their proposed program that matches or exceeds the amount of funding requested from ArtsWA. The maximum grant amount in the First Step grant category is \$5,000. In-kind support may be used toward this match; however, a cash match (including grants or donations of funds from sources other than ArtsWA) demonstrates a higher level of commitment and support and will make your application more competitive.

Program expenses supported by a First Step Grant may include:

- Fees for teaching artists
- Fees for an arts education consultant or provider of professional development
- Fees for a project coordinator
- Administrative expenses, including printing costs for lesson plans or other documents, and other administrative costs related to project planning and delivery
- Travel expenses for non-local teaching artists or consultants—these expenses should not exceed state rates (http://www.tib.wa.gov/board/documents/Per_Diem_Rates.pdf)
- Fees for professional performing arts groups, student tickets, and transportation expenses for exhibitions and performances (when there is a clear connection to the overall arts learning plan; ArtsWA grant funds are not meant to support stand-alone field trips or assemblies)
- Materials and supplies required for lesson implementation

ArtsWA funds may *not* be used for:

- Food and beverages
- Capital expenses—purchase of equipment, building construction, or renovation
- Regular salaries for employees of schools, districts, or ESDs. However, you may list appropriate percentages of school, district, or ESD staff salaries as in-kind support.
- Travel out of the state of Washington, or fees to out-of-state contractors – in some cases, exceptions may be allowable, but prior approval from the AIE program manager is required.

Rates of pay. Experienced, professional teaching artists must be paid a professional rate. Teaching artists from the [ArtsWA Roster of Teaching Artists](#) will generally expect an average rate of \$50 to \$60 per hour. It is understood that appropriate rates will vary based on the artist's experience and location of your program. In no instance should a professional teaching artist on an ArtsWA-funded project be paid less than \$30 per hour. You are encouraged to consider compensation for planning meetings and preparation time for independent teaching artists, if there are significant expectations in this area. Individual artists and performance groups should be paid their usual rate and should not be expected to donate time to the project.

Please note:

- While costs for supplies, performances, and student tickets are allowable expenses, expenses in these areas should generally comprise a modest percentage of the overall funding request.
- A First Step grant should ideally involve a number of different arts education strategies and providers, therefore no one individual should receive more than 50 percent of the grant request as their pay.

Filling out the Project Budget Form in the Grants Online system:

“Cash Expense” refers to all goods and services that you must purchase in order to implement your project. In the first column of the budget form, describe the expense, with detail about hours, rates, and quantities as possible. (Examples: “Teaching Artists: 40 hrs @ \$50/hr” or “Museum Admission: 125 @ \$6/ea.”). In the second column, indicate the source of income that will support this particular expense. It is most important to be clear about the expenses that would be supported by requested funding from ArtsWA. If a line item is funded by multiple sources, list each source and the corresponding amount as appropriate. (Example for a \$3,000 expense might be “ArtsWA (\$1500); XYZ Foundation (\$1500).”) In the third column, list the projected budget amount. *The total for cash expense must equal the total for cash income.*

Example for detailing Cash Expenses:

Expense Description	Supported By	Budget Amount
Teaching Artists – 40hrs @ \$50/hr	ArtsWA	\$2,000
Evaluation Consultant – 20hrs @ \$75/hr	ArtsWA (\$500); XYZ Fdn (\$1,000)	\$1,500
Museum Admission: 60 @ \$7/each	PTA	\$420

“Cash Income” refers to all grants, donations, and earned income that you expect to receive in support of your project, as well as any existing cash resources from the lead or partner organizations that will be applied toward this project. In the first column, list the source of the income. In the second column, enter an abbreviation for the source (that you will use in the “Supported By” column for expenses), then indicate if this source of funding is confirmed (“C”) or anticipated (“A”). If there are any additional notes regarding this source of income, include them here. (For example, for grant funding that is anticipated, you may indicate if past funding has been received from this funder.) In the third column, list the projected income amount. *The total for cash income must equal the total for cash expenses.*

“In-Kind Support” refers to donations of goods and services that will support your project. This may include goods such as art materials, facilities for trainings or meetings, and services such as staff time provided by project partners as well as volunteer hours. Describe the goods or services in the first column. In the second column, indicate whether this donation is confirmed (“C”) or anticipated (“A”), and add any relevant notes. In the third column, enter the value of the in-kind contribution. *Note that in this budget form, the in-kind section balances itself out – needs that are being covered with in-kind support should not show up in the cash expense section.*

The “Budget Summary” section of the form will be filled in and calculated automatically based on the information in the other three sections.

A sample budget is included in the [“Grant Tips and Budget Sample”](#) document, on the ArtsWA website.

It is not possible to modify the budget form in the online application. You may have more types of expenses or categories of income than there are lines on the form. If this is the case, please consolidate line items as best as possible. The text boxes for the description of the line item are expandable, providing enough space to explain each line item.

Page 5: Narrative Proposal

In this section of the application, you will describe the details of your proposed program and demonstrate how you are addressing the First Step goals and intentions. Please be as concise and specific as possible. You may wish to develop your responses by working in a Word document, and then copy and paste your final text into the online form. Note that each section of the narrative has a maximum character count; this count includes spaces and punctuation. The following sections and questions are part of the Narrative Proposal.

Background. Provide context for your proposal, including these key points:

- What is the specific arts education need that you have chosen to address?
- Who are the key project partners, how did they come together, and how did they select and agree upon this focus area?
- Describe any unique or defining characteristics of your students, teachers, and partners. If your project will serve a high percentage of students who are considered “underserved” (such as economically disadvantaged, geographically isolated, ethnic, or disabled), please describe the population and any relevant statistical and demographic information. If you have received First Step

funding in the past, please briefly address how your project has grown or changed since your initial proposal, noting any key achievements and/or challenges and revisions.
(Approximately 1/2 page in length; maximum characters for this section: 2,000)

Project summary. Summarize your proposed program’s key components and goals. How do you intend to address the need identified above? What are you going to do, and what are the expected outcomes?
(Approximately 1/2 page in length; maximum characters for this section: 2,000)

Project plan. Describe your program, addressing the following key points:

- How will your program be developed, implemented, and evaluated?
- How are you ensuring that arts lessons are aligned with state standards in the arts?
- How are you assessing student learning in the arts?
- How will the project partners work collaboratively and ensure shared goals in an ongoing way?
- Who will manage your project activities?
- How might this program serve as a building block towards sustainable arts education programs in the school(s) in your community? How or why will it lead to increased support for arts education and/or a broader arts education plan in the future?
- As appropriate, include general timeline information or target implementation dates for key components of your plan.

(Approximately 1-2 pages in length; maximum characters for this section: 7,000)

Be sure that your narrative proposal includes explanations of key program expenses that are included in your budget. For example, if the budget includes consultant fees, the narrative should include an explanation of what the consultant will be expected to accomplish.

Page 6: Upload Additional Materials

In addition to completing the online forms, you will need to upload additional materials to a portfolio connected with your online application. This will require that you have electronic versions of all the required materials. Please keep this in mind as you plan how you will collect résumés and letters of commitment from your partners. Ideally, these documents will be uploaded in PDF format, although the Word format will also be accepted. Instructions on how to upload your materials are contained on the “Upload Additional Materials” section of the online application.

Résumés—required for all applicants. Submit résumés for two or three key project personnel—lead teaching artists, arts education consultants, or program coordinators. Select those individuals who are central to the project’s success and/or those who will be compensated with requested ArtsWA funds. You do not need to submit résumés for teaching artists who are on the ArtsWA Roster of Teaching Artists, as they are pre-approved.

Please submit concise, summary résumés of one to two pages each. Résumés should address experience relevant to your project proposal. For example, a teaching artist’s résumé should address experience as a teaching artist or in other educational settings, as well as artistic experience.

Letters of commitment—required for all applicants.

One letter of commitment from the applicant’s primary organizational partner is required; a second letter of commitment is encouraged but optional. Who the primary letter should come from depends in part on grant applicant:

If the lead applicant is a non-profit arts organization: one letter of commitment must be from the partnering school principal or a district administrator. If submitting a second letter, a second K-12 leader could be a strong

choice, or the second letter could also come from an additional community partner.

If the lead applicant is a school or district: one letter of commitment must come from someone in a leadership role at the partnering arts organization. If submitting a second letter of commitment, a district superintendent would be a strong choice, or the second letter could also come from an additional community partner.

In their letters, partners should confirm the specific nature of their role in the proposed project, and the resources (financial support, staff time, facilities, etc.) they intend to provide. Letters that indicate support for the *idea* of the project, without demonstrating an active role, will suggest a weaker partnership.

Generally speaking, letters of commitment should not come from staff of the lead applicant or from key contractors for the project; we are interested in seeing the level of commitment from the key project partners.

The lead applicant should accept signed, hard copies of the letters of commitment from their partners well in advance of the application deadline, so that they may be scanned and uploaded electronically to the application.

Proof of tax-exempt status—required for NEW applicants to ArtsWA only. If the lead applicant is a non-profit organization that has not previously received an ArtsWA grant, you must submit a copy of the letter from the federal Internal Revenue Service indicating your organization’s tax-exempt status. Public schools and other government agencies that are lead applicants do not have to submit proof of tax-exempt status.

Work samples or other supplemental material—OPTIONAL for all applicants. You may submit either one work sample, or one item of other supplemental material, or both to support your program proposal. These items are not a required component of applications, but may serve to provide the review panel with a deeper understanding of your work. These materials, if submitted, should demonstrate the quality of arts teaching and learning, or the quality of the planning process, or a documentation of outcomes.

Work samples:

- You may upload video, audio, or digital images directly to your application portfolio. Please see the “Help” tab on the online application for advice about acceptable file types and sizes.
- If your work sample is accessible via the internet, you may submit a separate document that lists the website address and the specific URL to get directly to the work to be viewed.
- The panel will generally review work samples for no more than 3 to 5 minutes per application; be sure to indicate clearly the appropriate segments of work samples for the panel to review.
- Arts organizations and teaching artists working in any aspect of the performing arts are strongly encouraged to submit a video clip rather than still photos.
- When you upload work samples, there is a “description” box; be sure to include all relevant details about the contents, such as names, dates and locations of a class or performances; materials used in visual artworks; role of the artist or group within an overall piece; etc.

Other supplemental material that may add depth to your program proposal might include:

- Something that demonstrates the quality of arts teaching for your project, such as a lesson plan developed by one of your lead teaching artists.
- Something that demonstrates past success with a related project, which would be particularly relevant if you’ve received a previous First Step grant. This could include curriculum or advocacy

documents, or results of assessment or evaluation activities.

- Something that highlights the need you intend to address, or the foundation from which you are starting. This may include results of a community survey or a district report.

The panel will review a maximum of two optional items; please do not submit additional work samples or supplemental materials.

Page 7: Review and Submit

The final section of the online application contains instructions on how to print and review your application prior to submitting it. Until you submit your application, and as long as you remember to save your work as go, you can work on the different application sections in whatever order you like, and go back to it as many times as you like. After you have reviewed and double-checked all of your materials, click the Submit button. Once you click this button, you will not be able to edit or add any information, though you will still be able to access and view a “read-only” version of your application. You should receive an auto-generated email confirming the successful submission of your application.

Grant Policies

The following policies apply to funded grant proposals:

- **Payments** for funded proposals will be made *after* the approved services have been provided and after appropriate documentation and invoice forms have been submitted. Grantees will need to track expenses carefully and keep clear records.
- **Final reports are required.** Every grant recipient must submit a final report at the end of the contract period. The final report includes a narrative program evaluation, final budget, and other project information required by the National Endowment for the Arts.
- Final grant invoices will not be paid until the final report is received.
- Failure to submit the final report by the stated deadline may result in a 10 percent reduction in funding on a subsequent ArtsWA grant.

Grant documentation

We encourage grantees to document their projects with either digital photos, or video, or both and to share this documentation as part of their final report. This helps ArtsWA demonstrate the value of our investments, and helps grantees demonstrate this with local leaders as well.

Professional development and other grantee support

- **Grantee convening.** ArtsWA holds an annual convening (pending available resources) for all Arts in Education grantees. Program coordinators and their key partners from all First Step and Community Consortium grants are invited to attend; all grantees are expected to participate. Typically, we hold this convening in the fall in the Puget Sound region; travel expenses are paid for those coming from further than 50 miles away from the convening location. The purpose of the convening is to facilitate networking and peer learning among the Arts in Education grantees and to provide professional development on topics relevant to these grant programs. Detailed information about the convening is communicated to grantees by email.
- **Professional Development Support mini-grants.** ArtsWA maintains a small fund (pending available resources) to support professional development activities for our Arts in Education

grantees and members of our Roster of Teaching Artists. These mini-grants will cover 50 percent of the cost, up to a maximum of \$500, for an organized, short-term learning experience, such as a conference or special training. For more information, contact Arts in Education program staff.

Questions?

Please contact Arts in Education staff listed below with any questions about the technical aspects of the online application, as well as the content of your application. Plan to schedule an appointment well before the application deadline to allow time to work through extensive questions or to review application drafts.

Staff Contacts and General Information

Arts in Education staff

Lisa Jaret, Program Manager: lisa.jaret@arts.wa.gov; 360-586-2418

Program Coordinator: 360-586-0026

For additional staff listings, go to www.arts.wa.gov/about-us/who-we-are/staff-biographies-and-contact-information

Commissioners

ArtsWA is governed by a board of commissioners composed of 19 governor-appointed citizens and four legislative members, appointed by their respective caucuses. For a list of current commissioners and their biographical information, go to <http://www.arts.wa.gov/about-us/who-we-are>.

Accessibility, diversity, and non-discrimination

ArtsWA complies with all local, state, and federal laws and regulations concerning civil and human rights. For further information regarding ArtsWA's policies on accessibility, diversity, and non-discrimination, please go to our [accessibility page](#).

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